

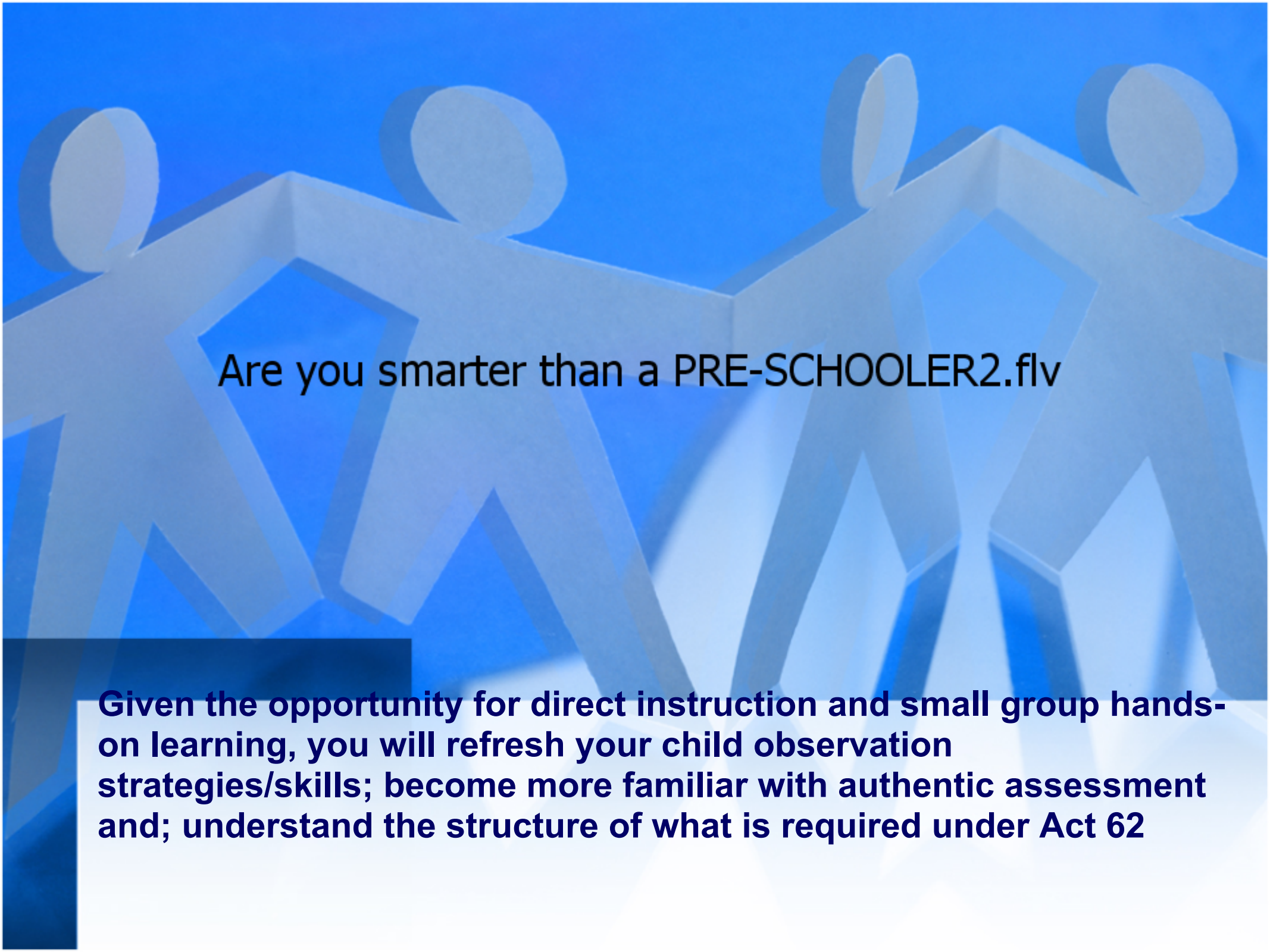


WELCOME
to the
EEE and EEI
Coordinators Meeting!
December 11th, 2008

We're glad you're here today!

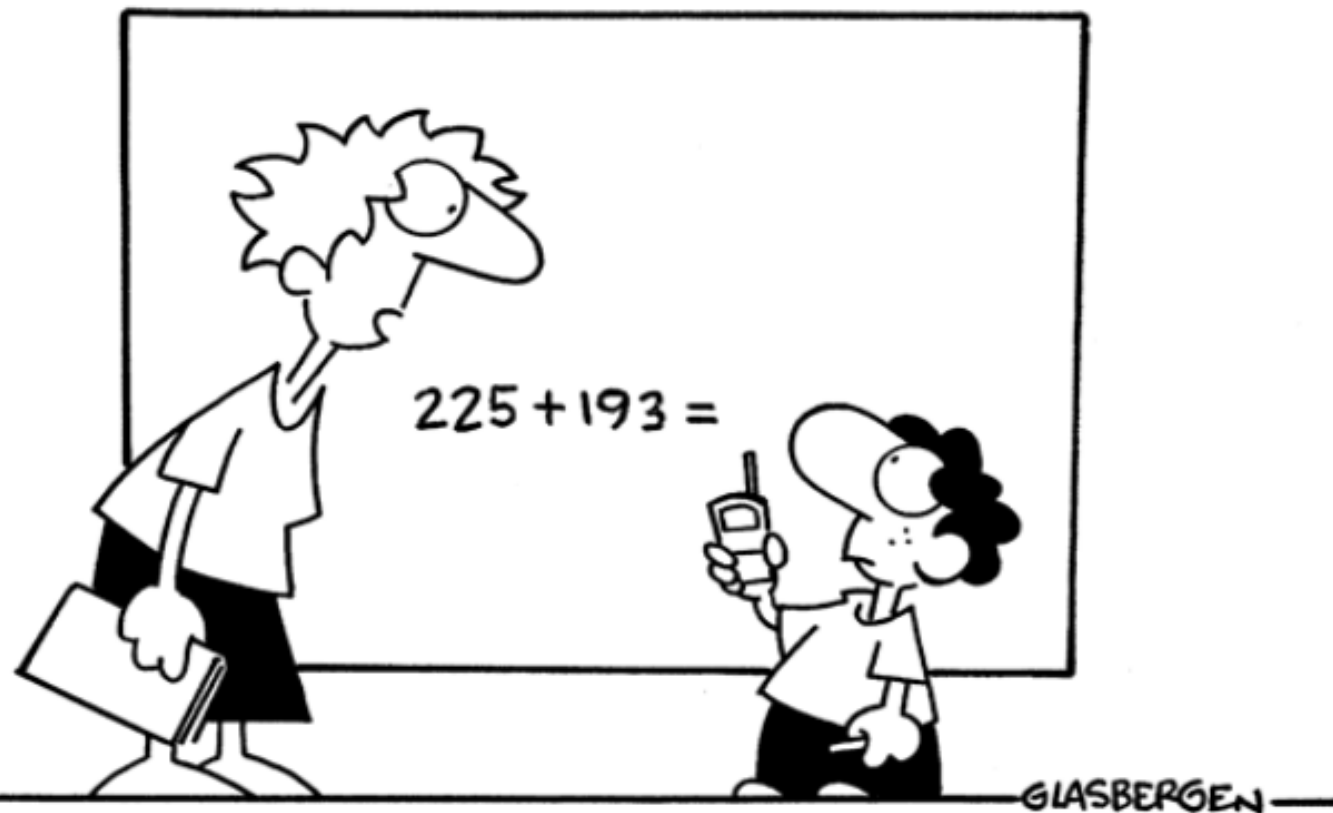


Overview and Objectives for the Day



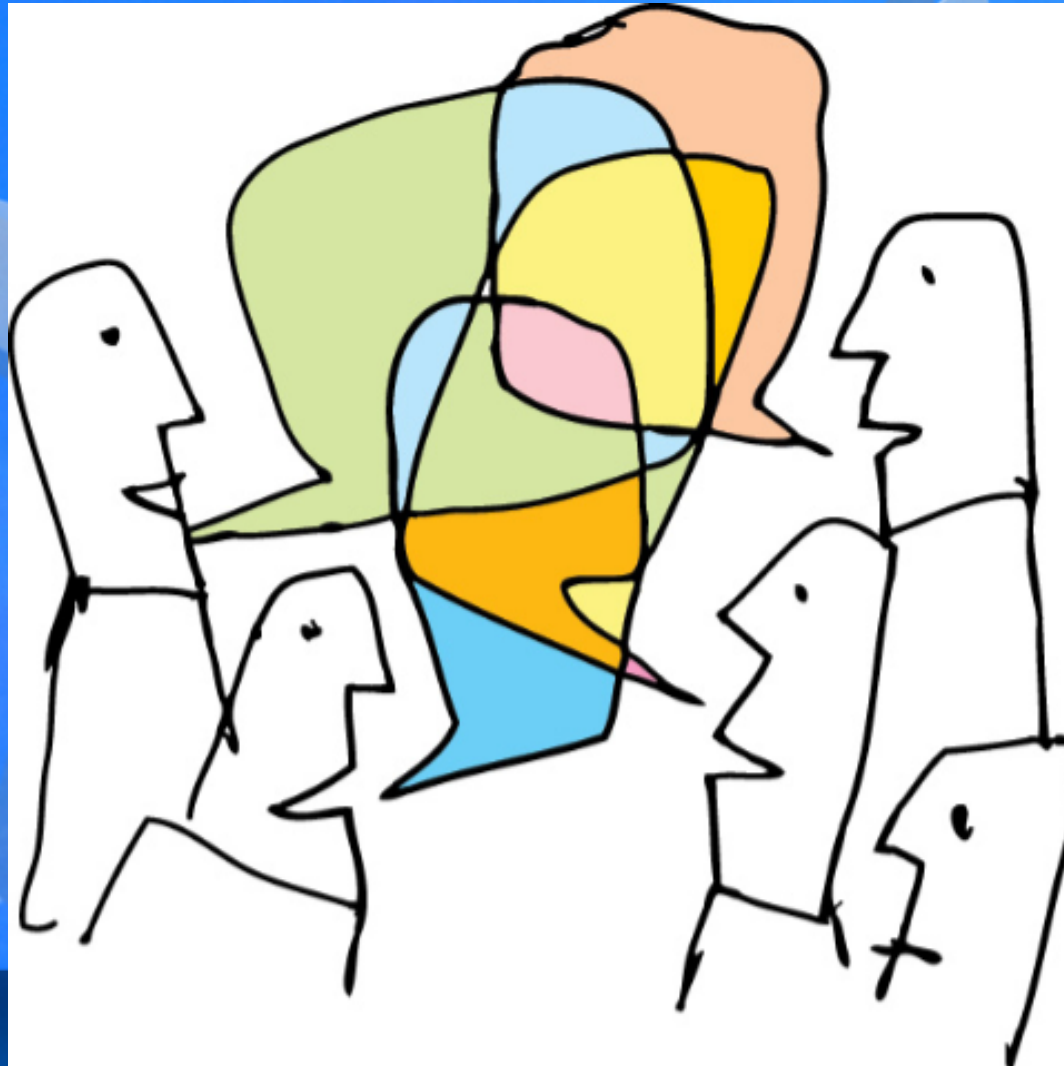
Are you smarter than a PRE-SCHOOLER2.flv

Given the opportunity for direct instruction and small group hands-on learning, you will refresh your child observation strategies/skills; become more familiar with authentic assessment and; understand the structure of what is required under Act 62

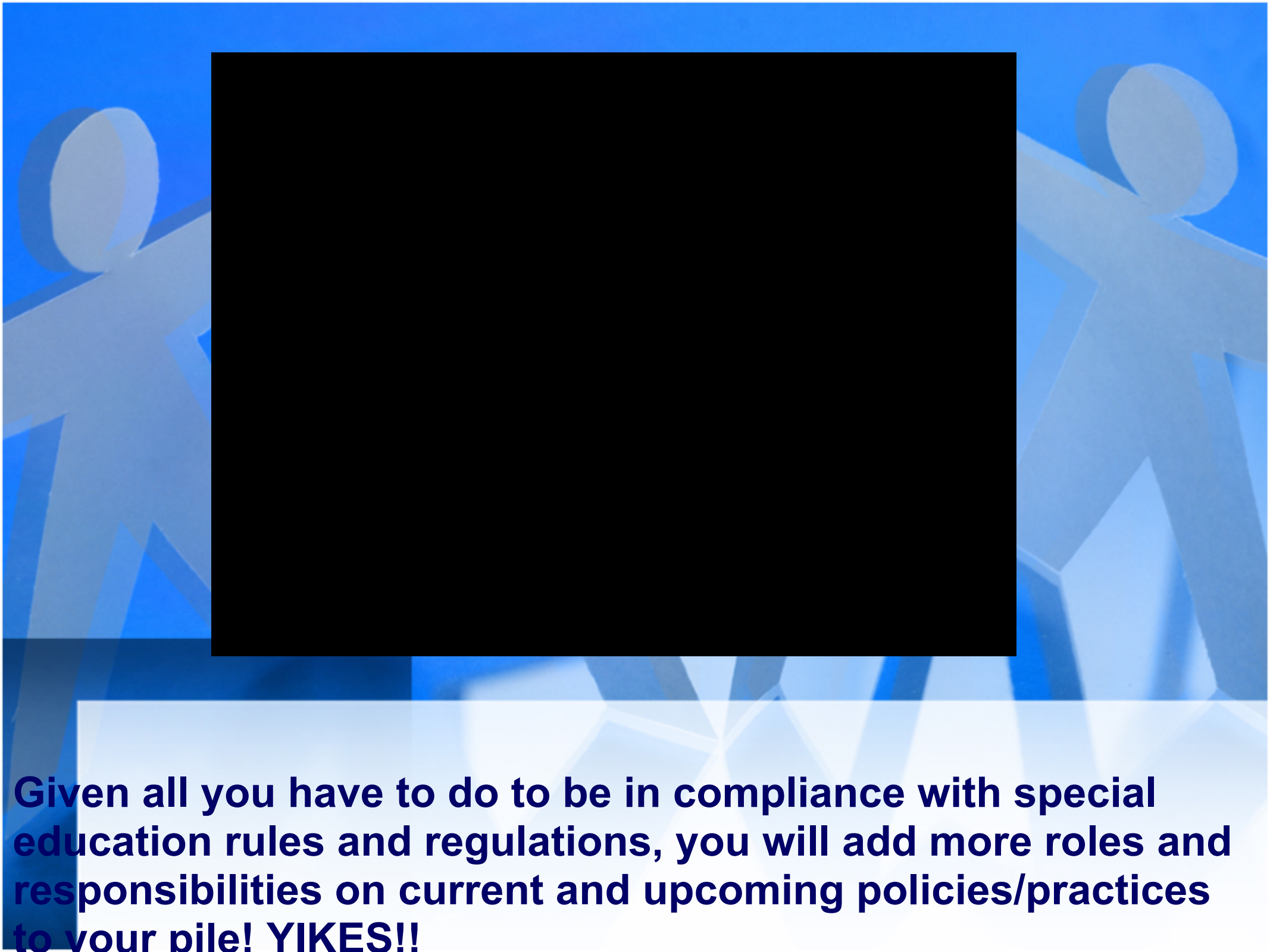


"You have to solve this problem by yourself. You can't call tech support."

Given the recent enactment of the PreK rules and a 20 minute lecture today, you will learn how to implement the rules as well as their



Given rumors, your anxiety and numerous questions related to EEI funding for next year, you will learn about EEI this year and discuss



Given all you have to do to be in compliance with special education rules and regulations, you will add more roles and responsibilities on current and upcoming policies/practices to your pile! YIKES!!



Act 62 Assessment Measures



**EEE/EEI
Coordinators
Meeting**

**December 11th
2008**



Act 62

Pre-kindergarten Rules



Requires ***child assessment*** at the beginning and end of each academic year

- **Choice of 2 assessments:**
 - Work Sampling or Creative Curriculum

Help on implementing Act 62 & Prekindergarten Rules

- **DRAFT *Guide on Implementation of Act 62 and Related Rules*** is available; still a work in progress
 - Draft is currently posted on DOE & DCF websites
 - Final draft will be available on 1/15/09

Act 62

Pre-kindergarten Rules



- Preparation for ***Child Assessments***
 - Held a Training-of-trainers session on Work Sampling System and on Creative Curriculum Developmental Continuum Assessment this summer
 - 15 Work Sampling Trainers
 - 30 Creative Curriculum Trainers
 - Pre-K Assessment Show & Tell was held on Friday, Oct. 3
 - Capital Plaza in Montpelier
 - Holiday Inn in Rutland

Principles of Assessment in Infancy and Early Childhood



- 1. Integrated Development**
- 2. Multiple Sources and Multiple Components**
- 3. Assessment Sequence**
- 4. Child-Caregiver Relationships**
- 5. Framework of Typical Development**



Principles of Assessment in Infancy and Early Childhood



- 1. Emphasis on Organizing and Functional Capabilities of the Child**
- 2. Identify Current and Emerging Competencies and Strengths.**
- 3. Collaborative Process**
- 4. Assessment as the Beginning of Intervention**
- 5. Reassessment as an Ongoing Process**

■ Meisels & Atkins-Burnett (2000).

So, what's the purpose of ongoing assessment?



- To understand child's current functional skills



- To plan appropriate curriculum & activities



- To monitor skill level



- Collect Data
- Transform Data into usable information



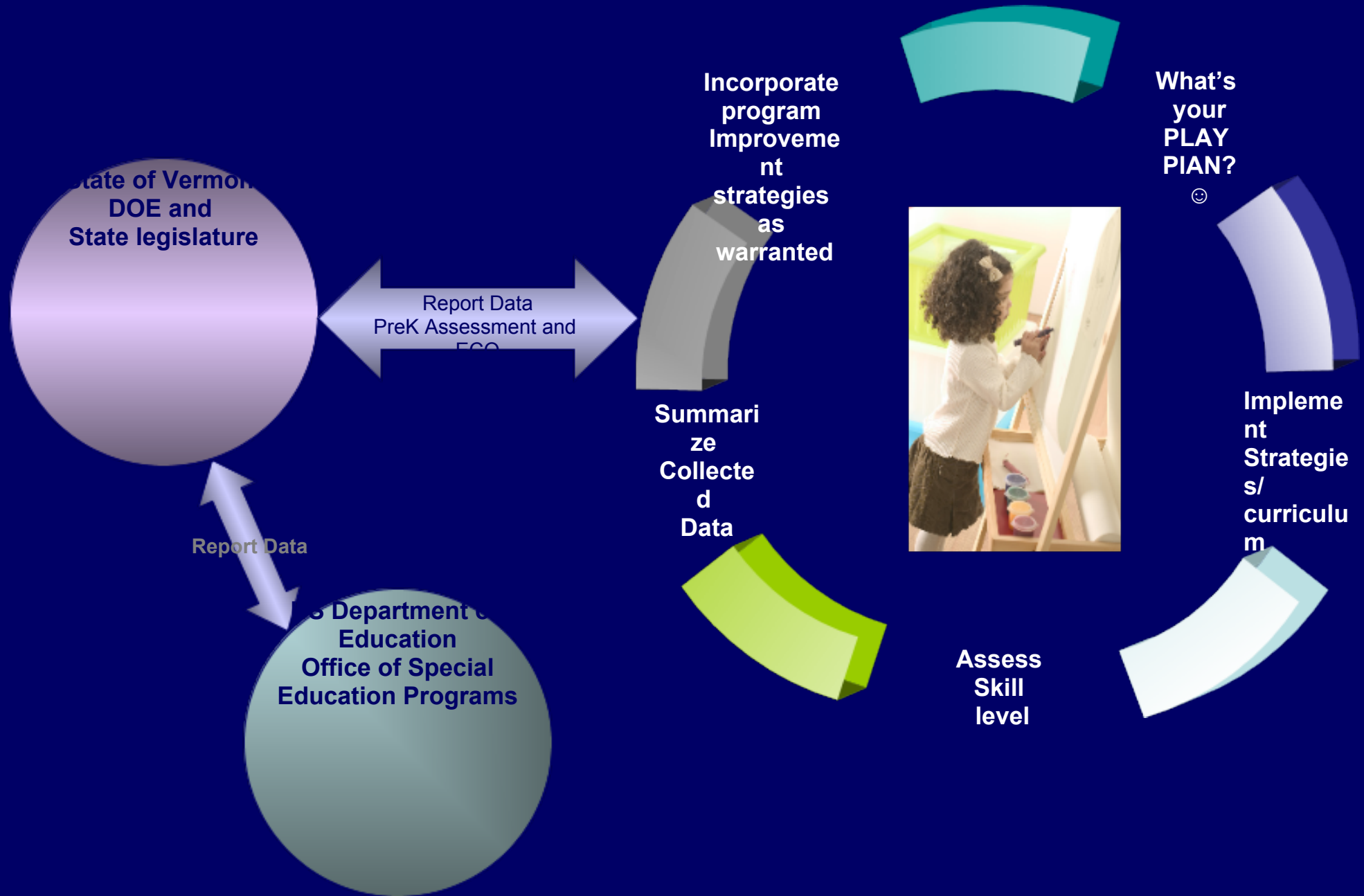
- Accountability
- Professional Development



- Share data with partners (community resources, state, feds, etc.)



- Program Improvements
- Local, State, Nat'l



Refining your observation skills



In early childhood acute observation skills are critical.

Acute observation skills are the basis of WS and CC assessment systems.

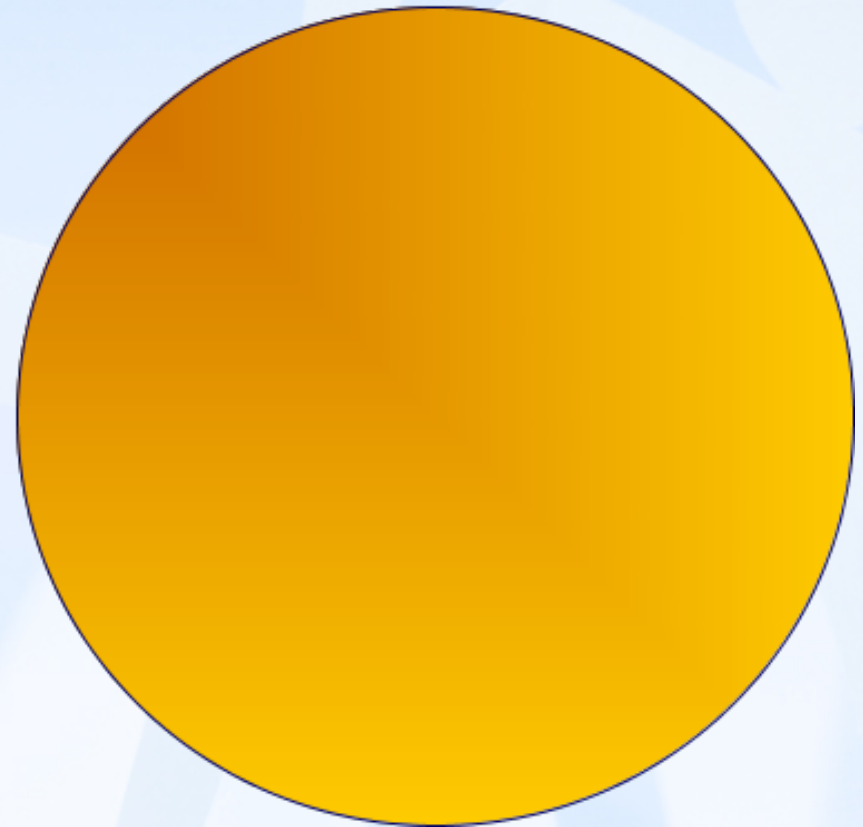
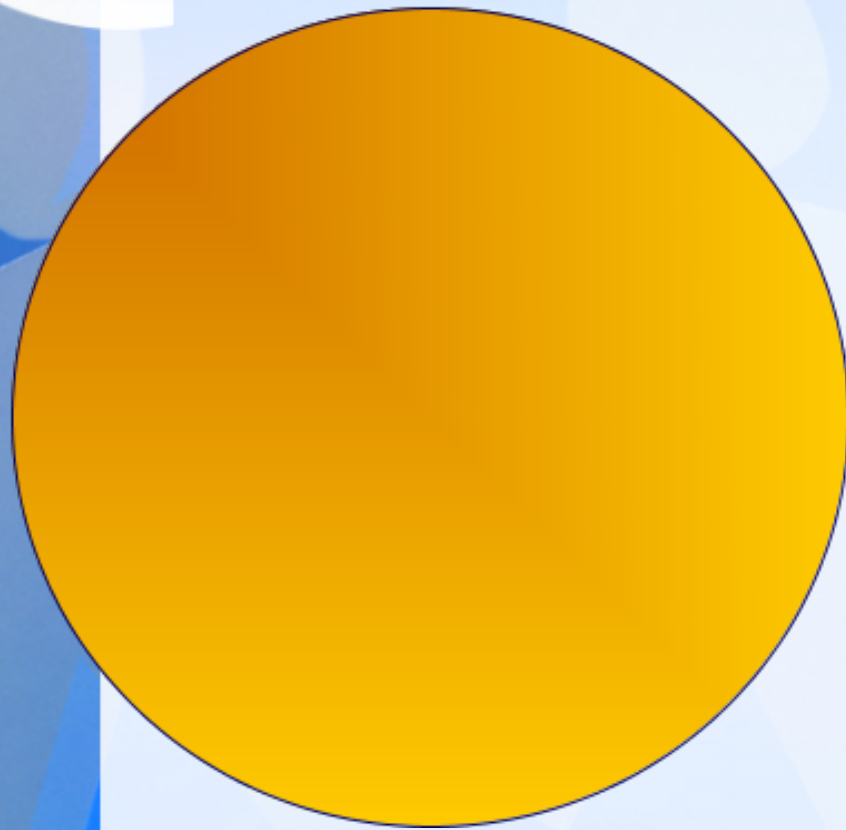
So, let's look at the facts and only the facts!





**What do you see in
this picture?**

Observation: Can you draw both sides of a penny from memory?



How did you do?



**Draw the keypad of a
touch-tone phone from
memory?**



How did you do?



Brandon Clip



Assessment is a

